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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  4.1.2. Select, create and use appropriate graphical representations of data including, circle graphs, scatter plots, **histograms**, and stem and leaf plots.  **CC.6.SP.4** Display numerical data in plots on a number line, including dot plots, histograms, and box plots.  **\***4.2.3. Describe the shape of numerical data sets using measures of spread (range) and central tendency (mean, median, mode) and outliers. **(SCIENCE CONNECTION)**  **CC.6.SP.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.  **CC.6.SP.3** Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number.  **CC.6.SP.5** Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by:  **a.** Reporting the number of observations.  **b.** Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.  **c.** Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.  **d.** Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.  **\***4.2.4. Determine how the mean, median, mode and range change as a result of changes in the data set and describe in writing. **(SCIENCE CONNECTION)**  **??Not a direct Crosswalk link but similar: CC.6.SP.5** Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by:  **c.** Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION**  Science connection 6.2.a GLE 6: Create and interpret graphs that illustrate relationships between predator-prey populations over time. **CC.6.SP.4** Display numerical data in plots on a number line, including dot plots, histograms, and box plots. **CC.6.SP.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.  **CC.6.SP.3** Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number.  **CC.6.SP.5** Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by:  **a.** Reporting the number of observations.  **b.** Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.  **c.** Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.  **d.** Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered. |
| **GLE’s but not CCSS**  4.1.1. Compare sets of data between two populations, e.g., heights of two classes of students, or within a population, e.g., height vs. arm length of sixth-grade students, using a variety of graphical representations.  1.2.3. Examine tables, graphs and equations to determine patterns of change in linear relationships.  \* Model Math Lesson from State |
| **CCSS but not GLE’s**  **CT.5.1.2.3** Represent and describe mathematical relationships using variables or symbols in expressions, equations and inequalities  **CC.6.EE.2a** Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 - y.  **CC.6.EE.2b** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.  **CC.6.EE.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.  **CC.6.EE.7** Solve real-world and mathematical problems by writing and solving equations of the form *x* + *p* = *q* and *px* = *q* for cases in which *p*, *q* and *x* are all nonnegative rational numbers.  **CT.8.4.1.1** Collect, organize and display data using an appropriate representation (including box-and-whisker plots, stem and leaf plots, scatter plots, histograms) based on the size  **CC.6.SP.4** Display numerical data in plots on a number line, including dot plots, histograms, and box plots.  **CT.7.4.1.2** Organize and display data using appropriate graphical representation such as tables and charts, line, bar and circle graphs, Venn diagrams, stem-and-leaf plots, scatter plots and histograms.  **CC.6.SP.4** Display numerical data in plots on a number line, including dot plots, histograms, and box plots. |